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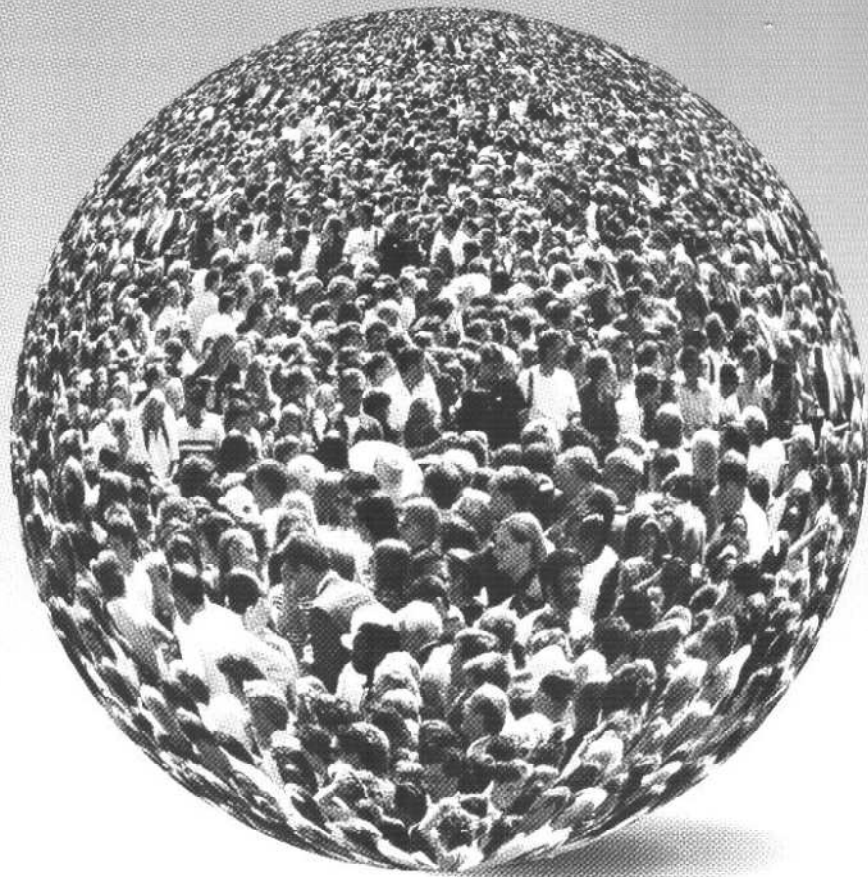
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3.1 NATIONAL TRAITS



READING

1 In small groups, discuss the questions below.

- 1 What do you think defines people from your country?
- 2 What is important to them? What do they value?
- 3 How do you think people from other countries see you?

2a Read the statements below about British people. Which do you think are true and which are false?

The British are ...

- 1 serious
- 2 reluctant to express their feelings
- 3 extravagant shoppers
- 4 calm, patient drivers
- 5 home lovers
- 6 open and direct communicators
- 7 interested in social status
- 8 excessively polite

2b Compare your ideas with a partner and then read the article on page 27 and check.

To say nothing, especially when speaking, is half the art of diplomacy.

Will Durant (1885–1981) US writer

3 Which character traits of the British surprised you most? Why?

4 Which of the character traits listed are the same for your culture / nationality?

5 Scan the article and add the correct dependent preposition.

have an obsession with

- 1 have a fascination _____
- 2 have a reluctance _____
- 3 have a passion _____
- 4 are proud _____
- 5 are great _____
- 6 have a love _____
- 7 have an ability _____

6 Make sentences about your own culture using the phrases above.

http://www.telegraph.co.uk/

Telegraph.co.uk

SEARCH POWERED BY Google

Home News Sport Finance Lifestyle Comment Travel Culture Technology Fashion Jobs Dating Games Offers

HOT TOPICS Football Royal Mail China The Dog Who Came In From The Cold

TRAITS OF THE NATION

Our top national characteristic is talking about the weather, just ahead of a passion for queuing, but other qualities in the top ten are not so endearing; sarcasm, a love of television soaps and curtain twitching were all identified as central to the British identity.

Obsession with class was also high on the list, along with more modern ills such as road rage.

Working long hours, fascination with property prices and the love of bargains also made it into the top 50.

But it was not all bad news. Stiff upper lip came out high in the poll, with respondents also choosing a reluctance to complain, a good sense of humour and the ability to laugh at ourselves.

The results were based on a study of 5,000 adults who were asked to pick out the things – good and bad – they believe makes us unique as a nation.

A spokesman for global research company OnePoll.com, which conducted the survey, said that despite some of the negative traits identified, Britons were still extremely proud of their country.

'This is a brilliant list of characteristics and some of the observations are absolutely spot on,' he said.

'You can't go anywhere or do anything in Britain without someone talking about the weather, and we're almost proud of the fact that we get more rain than anywhere else. What this poll demonstrates really well is how proud we are to be British – more than two-thirds of respondents said they felt honoured to be a part of this country.'

- 1 Talking about the weather
- 2 Great at queuing
- 3 Sarcasm
- 4 Watching soap operas
- 5 A love of bargains
- 6 A love of curtain twitching
- 7 Stiff upper lip
- 8 Moaning
- 9 Obsession with class
- 10 Inability to complain
- 11 Working long hours
- 12 Clever sense of humour
- 13 Obsession with property values
- 14 Road rage
- 15 Being proud of where we live
- 16 Not saying what we mean
- 17 The ability to laugh at ourselves
- 18 Jealousy of wealth and success
- 19 Being overly polite
- 20 An inability to express our emotions
- 21 Love of rambling through the countryside
- 22 Leaving things to the last minute
- 23 Keeping our homes neat and tidy
- 24 Achieving against all odds

VOCABULARY: adjectives of character

7 Choose adjectives from the box below which describe people who:

- 1 are unable to keep their feelings under control
- 2 rarely boast about themselves and play down their achievements
- 3 are knowledgeable about art, music and literature
- 4 approach problems in a rational, practical way
- 5 are always certain their beliefs are right
- 6 have a magnetic personality
- 7 are distant and unfriendly
- 8 are attentive to detail
- 9 use clever tricks and manipulation to get what they want
- 10 are welcoming and generous to visitors

aloof charismatic cultured devious
dogmatic emotional hospitable
meticulous pragmatic self-effacing

8a Which of the adjectives in Exercise 7 are positive / negative / neutral?

8b Could any of the qualities be applied to your own nationality, do you think?

SPEAKING

9a In small groups, discuss the following in relation to your own culture.

- 1 greetings
- 2 silence
- 3 small talk
- 4 punctuality
- 5 personal space
- 6 gestures
- 7 etiquette and manners

9b What differences have you found when meeting people from other cultures?

SPEAKING

1a In groups, try to work out what these abbreviations for international organisations stand for.
IMF IOC UNESCO CERN

1b **1.15** Listen and check your answers on page 173.

READING

2a Read the article on page 29 quickly. In pairs, discuss whether you agree with the heading. Give reasons for your answer.

2b Read the article again. According to the article, are the statements below true, false or not given?

- 1 CERN was originally a French laboratory.
- 2 One of the reasons it was set up was to make research into atomic physics more affordable.
- 3 CERN has four main aims.
- 4 The LHC is the most powerful particle accelerator because of its huge circumference.
- 5 Most of the scientists involved in experiments at CERN are not based there.

3 Find words and phrases in the article which mean the following.

- 1 on both sides of
- 2 shared undertakings
- 3 got bigger than
- 4 to provide financial support for
- 5 smash together
- 6 working groups of people in the same profession

4 Work in groups and discuss the following questions.

- 1 Can you think of other examples of successful international cooperation?
- 2 Do you think CERN is a huge waste of money?
- 3 Think of some examples of failed international cooperation. Why do you think they failed?

GRAMMAR: subordinate clauses

5a Look at this sentence, taken from the article, and answer the following questions.

(Part A) Once a research project has been reviewed and accepted by the committee (Part B) the scientists involved in the project collaborate.

Which part:

- 1 does not make sense on its own?
- 2 is a main clause?
- 3 is a subordinate clause?

5b In subordinate clauses we cannot usually change the order of the events in the clauses, because it changes the meaning. In the following sentences, which event comes first?

- 1 When the project was accepted by the committee, the scientists worked together.
- 2 When the scientists worked together, the project was accepted by the committee.

6 Find and underline other sentences in the article that contain subordinate clauses.

➡ Language reference and extra practice, pages 138–139

7a Combine the sentences below into one sentence using the words in brackets.

- 1 The scientists use videoconferencing facilities. The scientists work together from their labs all over the world. (in order to)
- 2 The main CERN site has a large computer centre. The computer centre contains very powerful data-processing facilities. (which)
- 3 CERN is currently famous for the Large Hadron Collider. CERN also gained prestige through its connection with the beginnings of the world wide web. (although)
- 4 In April 1993, CERN made an announcement. They said 'The web will be free to all'. (announced that)
- 5 The LHC is buried 100m below ground. The LHC has a circumference of 27km. (buried)
- 6 The system was shut down on 19 September 2008. A magnet was found to be faulty. (when)
- 7 I think the LHC is very dangerous. We don't know what will happen. (because)
- 8 The LHC experiment might work. Then it will revolutionise our understanding. (if)

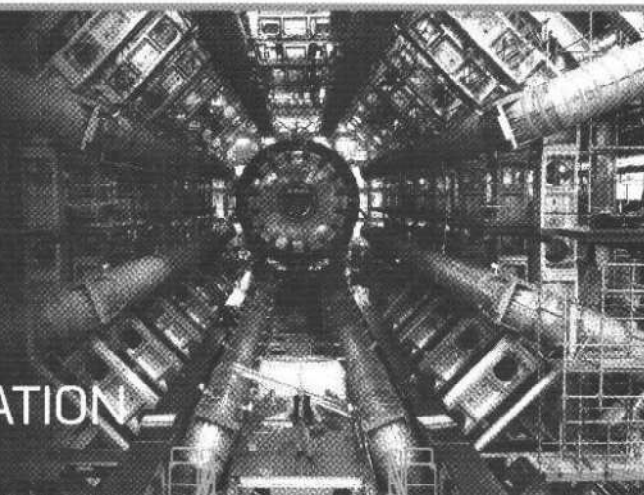
7b Now classify the combined sentences from Exercise 7a according to the list below:

- | | |
|--------------------|---------------------------|
| a) cause or reason | e) time |
| b) condition | f) reported speech |
| c) contrast | g) relative clause |
| d) purpose | h) non-finite verb phrase |

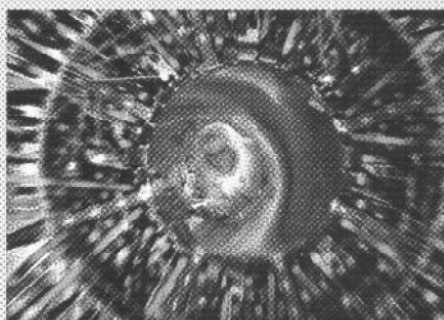
Science Weekly

CERN

A SHINING EXAMPLE OF INTERNATIONAL COOPERATION



Situated about 10 kilometres north-west of Geneva and straddling the border between France and Switzerland, CERN is the world's largest laboratory for research into particle physics (the study of the elements of matter and how they interact with each other and with energy). It was originally established in 1954 as one of Europe's first joint ventures to bring together the best scientists in Europe and to allow member countries to share the significant costs of setting up and running an atomic physics laboratory. Today it has 20 member states, more than 2,500 full-time staff and provides the infrastructure and scientific instruments for the research projects of around 8,000 scientists and engineers who represent 80 nationalities and 580 universities and research facilities.



Although the organisation has long outgrown its original European dimensions and its focus on nuclear physics, its original aims have remained the same. These are to sponsor and help organise research projects that will lead to a better understanding of the universe, to push to the limit advances in different technologies, to educate the scientists of the future and to encourage international cooperation through science.

The main scientific instruments at CERN are particle accelerators and particle detectors. Scientists use the accelerators to send beams of particles towards each other at very high energy. They then cause the particles to collide with each other or with stationary targets and observe and record the results with the detectors. CERN is famously home to the Large Hadron Collider (LHC), which, with a circumference of 27km, is the largest and most powerful particle accelerator in the world.

While the smallest experiments at CERN may concern only a handful of scientists, the largest involve thousands. However, CERN itself employs comparatively few scientists and often only on a temporary basis. Most of the researchers remain based in their various universities and research institutes around the globe. Once a research project has been reviewed and accepted by peer committees, the scientists involved in that project collaborate, often simply via Internet-based conferencing facilities, to design, build and run their own experiments. All members of the team have free access to the data and share the results equally. It is a shining example of international cooperation.

VOCABULARY AND SPEAKING

8a In groups, combine words from the box to make the full titles of the organisations (1–8) below (each word may be used more than once).

Asian association Atlantic committee
countries european exporting fund health
international monetary nations north
olympic organisation petroleum southeast
trade treaty union wildlife world

- | | | | |
|--------|---------|-------|-------|
| 1 WHO | 3 ASEAN | 5 EU | 7 WTO |
| 2 OPEC | 4 NATO | 6 IMF | 8 IOC |

8b What functions do the organisations (1–8) perform? Discuss your ideas in your groups.

8c Which of the names are acronyms?

WRITING

9 Write a short paragraph about one of the organisations listed in Exercise 1a or Exercise 8a. Try to include at least one subordinate clause.

SPEAKING AND READING

1 Choose three of the most/least desirable characteristics in an ambassador.

cultured articulate charming pragmatic
persuasive intuitive aloof analytical
observant meticulous good at solving problems
strong energetic modest sensitive eager
to learn respectful devious provocative
impulsive

2 Read these extracts from interviews with serving ambassadors. Which of the personal characteristics from Exercise 1 are mentioned?

Ambassador
Lavrov



A Q: _____

A: It's a tough job. In addition to promoting the interests of your country in a way that makes them understood by others, you have to also take into account the interests of your partners and work to forge a consensus that would embrace both.

B Q: _____

A: You have to be well versed in the history and culture of other countries and to be able to present your arguments clearly and persuasively. Any education which helps you to achieve these qualities would do.

C Q: _____

A: The hardest part of the job is to be woken up in the middle of a night to discuss a new crisis about which you don't have instructions. Then you have to go by your instincts and hope that they are right.

D Q: _____

A: My workday starts at 9.00 a.m. by reading cables from Moscow. Then I attend various UN meetings which last until late afternoon. After that, I have to write my reports and suggestions (hoping they will be accepted), which typically lasts until late night every day.

E Q: _____

A: Ambassadors are appointed by presidents. How they select ambassadors, I don't know. I never served as President!

Ambassador Wang



F Q: _____

A: I'm a career diplomat. I had been engaged in diplomatic work for more than 20 years before becoming an ambassador. A rich diplomatic practice is an excellent way to prepare for being an ambassador. What you study in college does not matter much in determining whether you become an ambassador. The important thing is whether you can develop yourself and acquire certain necessary skills, such as thorough observation, in-depth thinking and analysis, and being good at discovering and solving problems.

G Q: _____

A: Being strong and healthy is very important as an ambassador. You must be able to endure the long-hour meetings and conferences at the United Nations and be energetic all the time. It is a great honour to be an ambassador. I'm very proud to represent a country that is the birthplace of a 5,000 year-old civilisation, now one-fifth of the world's population and whose economy has been developing at a rapid pace over the past two decades that is rarely seen in the world today.

H Q: _____

A: One's knowledge is always limited no matter how intelligent he or she is. There are 191 member states in the United Nations. Each country has its own different history and culture. So it is hard to know each culture very well. But I think the important thing is to be modest and eager to learn when you get along with people from a different culture. When you respect others and treat them as equals, you will surely be respected and find it easy to make friends.

3 Read the extracts again. Match the questions (1–7) below to the answers (A–H) in the interviews above.

What steps did it take to become an ambassador? F

- 1 Could you please tell me how ambassadors are selected?
- 2 What is the hardest part of your job?
- 3 How do you know what the proper etiquette is when dealing with different cultures?
- 4 What is the job of an ambassador?
- 5 What kind of education do you need to become an ambassador?
- 6 I would really be interested in knowing what it is like to be an ambassador. You must get very stressed out.
- 7 What is your workday like?

4 What do you think was most surprising about the ambassadors' answers?

VOCABULARY: the diplomatic world

5a Match words from column A with words from column B to make as many collocations from the world of diplomacy as possible.

A	B
diplomatic	meeting
overseas	conflict
summit	awareness
international	immunity
cultural	posting

5b Make your own sentences using some of the collocations.

LISTENING

6a **1.16** Elizabeth is the wife of an ambassador. She accompanies her husband on his overseas postings. Listen to an excerpt from a radio interview in which she talks about her life. How do you think she feels about being the wife of an ambassador?

6b Listen again and make notes under the following headings:

- Problems with overseas postings
- Regrets

GRAMMAR: modal perfect

7a **1.17** Listen to the following extracts from the interview and complete the gaps in the sentences.

- I know I _____ some Russian before we went out there, but I didn't have time.
- I suppose I _____ a local Russian to give me lessons, but I just didn't have the motivation at that point.
- It _____ at least a year before I felt happy in Moscow.

7b Look at the three sentences in Exercise 7a (1–3) and at sentences (4–10) below. Match them with the functions a–h and say if they express:

- He might have caused a diplomatic incident.
- You didn't have to bring such an expensive gift, but thank you.
- The ambassador didn't need to go through customs.
- The ambassador needn't have gone through customs.
- Our codes may have been broken.
- You ought to have mentioned that earlier.
- The ambassador can't have written this.

- | | |
|-----------------------|-------------------------|
| a) possibility | e) criticism |
| b) certainty | f) absence of necessity |
| c) impossibility | g) necessity |
| d) lack of obligation | h) regret |

8 Answer the following questions about the sentences from Exercise 7a and 7b.

- In sentence 1, did she learn some Russian before she left?
 - In sentence 5, did somebody bring an expensive gift?
 - In sentences 6 and 7, did the ambassador go through customs?
 - In sentence 10, did the ambassador write the letter?
- ➔ Language reference and extra practice, pages 138–139

9 Rewrite each sentence with an appropriate modal so it has a similar meaning.

I'm sure you left your passport on the plane.
You must have left your passport on the plane.

- He was wrong not to pass on the information to the president.
- I'm sure the ambassador didn't say that.
- I finished the report by 5 p.m. but it wasn't necessary.
- It wasn't necessary for me to tell the head of security.
- Maybe the ambassador missed the plane.
- It was a mistake for us to leave the ambassador's reception.
- I'm sure the ambassador enjoyed the reception.

SPEAKING

10a Work in groups. You are all part of the organising committee for a diplomatic reception that was a disaster. Make a list of all the things that went wrong.

10b Criticise each other using *should have*, *should not have*, *ought to have*, *ought not to have*.
You should have sent out more invitations.

SITUATION

Four days ago, the oil tanker *Poseidon Marquis* was travelling a few kilometres off the coast of Libya when there was an unexpected explosion in its engine room. The tanker's hull was damaged and a huge amount of oil spilled into the sea. At present, the oil slick covers over 200 square kilometres and it is spreading all the time. The oil spill will have an immediate harmful impact on the coasts of Libya, Egypt and Algeria, and will in the longer term affect other Mediterranean countries unless swift action is taken.

1 Read the situation. Working with a partner, list some harmful impacts which will probably result from the oil spill.

2 Read some comments on the oil spill by various people who will be affected by it and answer the following questions.

1 Do the comments match the harmful effects that you listed in Exercise 1?

2 Which consequences of the oil spill do you think are most serious?

- 1 'It could take ten years for the coastline to recover. We'll need to bring in a number of international organisations to provide help, expertise and finance. We've no experience of dealing with this type of problem. Our countries do not have the capacity to deal with a disaster of this magnitude.'

(Minister of the Environment)

- 2 'There'll be no fishing along the coast for some time. There'll be no fish to catch. Many of us will lose our jobs.'

(local fisherman)

- 3 'The effect of the oil slick on marine life will be devastating.'

(Representative – International Wildlife Association)

- 5 'They could bankrupt the Poseidon Oil company.'

(a local resident)

- 4 'The spill could cause a dramatic increase in cancers and other diseases in the affected areas.'

(a local medical officer)

- 6 'Newspaper reporting of the oil slick will obviously have a negative impact on our tourism industry.'

(Minister for Tourism)

- 7 'It's probably the most beautiful beach on the coastline. Now it's covered with oil. I wouldn't dream of taking the children there. They'd probably start playing with it!'

(local resident)

- 8 'The spill will do irreparable damage to our reputation as an ethical oil company if we don't act quickly to clean up the sea'

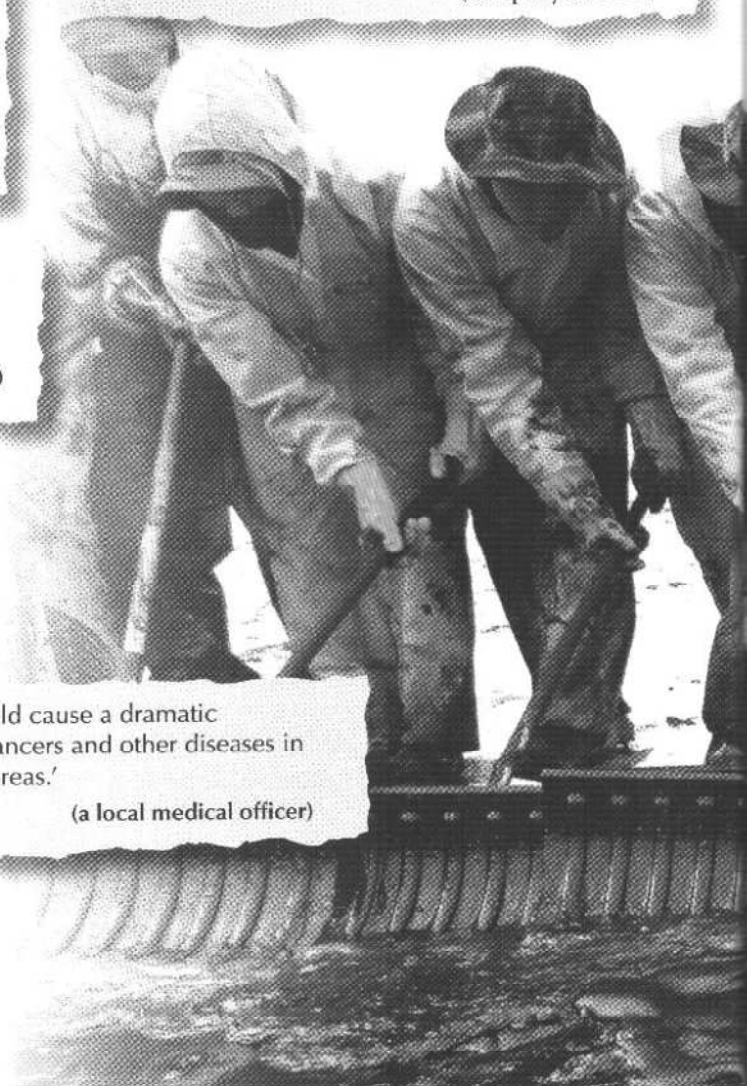
(a director, Poseidon Oil Company)

- 9 'This will result in massive unemployment for workers who depend on coastal activities.'

(financial journalist)

- 10 'The international lawyers will be happy – they'll make a fortune from this disaster.'

(company director)



KEY LANGUAGE: stating objectives, giving strong advice

3a 1.18 Listen to the conversation between the chairman of the Poseidon Oil Company, Julian Leiterman, and a United Nations official. What major objectives does the chairman mention in the conversation?

3b Listen again. Tick the expressions for *stating objectives* that you hear in the conversation.

- 1 Our main objective now is to develop a strategy ...
- 2 Your target must be to contain the oil spill.
- 3 So, one of our main goals will be to involve the international community.
- 4 That should be a key objective ...
- 5 We would like to set up regular meetings.

3c Look at Track 1.18 on page 173 and find expressions for *advising strongly*. Underline the expressions in the text.

4 Work in groups. Make a list of all the actions (short and long-term) that must be taken to deal with the oil spill.

The company must raise money to finance the work of the clean-up operation.

TASK: devising an action plan

5a Form two new groups, A and B. Using your suggestions from Exercise 4, work out an action plan to deal with the oil spill. The action plan will be presented at a forthcoming press conference. The action plan should have three phases:

Phase 1 Actions to be taken in the next month

Phase 2 Actions to be taken in the next three months

Phase 3 Actions to be taken in the next year

Note: in Phase 1, you should include only those actions which you think should be prioritised (i.e. the company needs to take urgent action within a month).

5b Present your action plans to each other.

6 Now, as a single group, agree on a joint action plan which the chair will present at the press conference.

OTHER USEFUL PHRASES

Accepting

That sounds like a really good idea.

I think that's the right way to go.

Rejecting

I'm not sure it's the right thing to do.

(I'm afraid), I don't think it'll work.

I don't think it's feasible.



STUDY SKILLS: active listening

1 Complete the gaps in the text with words in the box.

careful conscious distracted total

The best way to improve your listening skills is to practise active listening. Active listening requires you to make a ¹ _____ effort to hear not only the words that someone speaks but also to try to understand the ² _____ message being sent. To do this, you must pay ³ _____ attention to the speaker and not be ⁴ _____ in any way.

2 Prepare a two-minute talk on the following topic:

In which overseas country would you like to spend a one-year study or work visit? Give reasons.

3 In pairs, listen to each other's talk. After listening, give an accurate oral summary of the talk you've just heard. Your partner should check your summary and correct any information which is not accurate.

4a Answer questions 1–5 below, and discuss your answers with your partner.

- 1** Was your oral summary
 - a) very accurate?
 - b) fairly accurate?
 - c) not very accurate?
- 2** If it was not very accurate, what do you think was the reason?
- 3** What kind of verbal/non-verbal signals did you give to show you were listening (nodding your head, saying 'uh-huh', etc.)?
- 4** Did you interrupt at any time during the presentation? If so, why?
- 5** Did you concentrate on what your partner was saying throughout his/her talk?

4b Compare your answers with another pair.

5a **1.19** Listen to a trainer from a communication skills course. She is giving a short lecture on 'How to become an active listener'. Make notes under each of the following headings.

- Focus on the speaker's message
- Show that you are listening
- Give feedback
- Don't interrupt
- Respond positively

5b Compare your notes with a partner.

5c In small groups, discuss the ways in which you show that you are an active listener.

6a Now prepare a three-minute talk on one of the following topics.

- 1** An international leader, living or dead, that you particularly admire. Say what they have accomplished and explain why you admire them.
- 2** An international organisation that you particularly admire. Say what it has accomplished and explain why you admire it.

6b In pairs, listen to each other's talks.

7a How well do you think your partner listened to your talk? Was he or she listening actively? Did you get the impression that:

- a) they understood your message?
- b) they were keenly interested in what you were saying?

7b How would you evaluate your own active listening ability? Excellent? Very good? Good? Needs improvement?

WRITING SKILLS: a speech

8a To make an impressive speech, skilled speakers use stylistic devices to help make a speech more interesting, lively and memorable. Match the extracts (a–f) from some speeches to the descriptions (1–6) of the devices.

- 1** Three words or phrases which follow each other, so that they make an impact.
 - 2** Comparing two things in a figurative sense.
 - 3** Questions that a speaker asks but doesn't answer directly. Often used to persuade or emphasise.
 - 4** Words or phrases that recur throughout a speech to emphasise facts or ideas.
 - 5** Repetition of an initial consonant sound. The consonant is usually repeated in two words which come together, but sometimes in words that are not next to each other.
 - 6** Emphasising the contrast between two ideas. Often a similar structure is used.
- a) 'That's one small step for man, one giant leap for mankind.'
- b) 'His steadfast belief in humanitarian values was a rock in a raging sea.'
- c) 'Why do we support this misguided policy? What will future generations think of this fateful decision?'
- d) 'Safety and security are of paramount importance. Therefore, we must take this action for the greater good of our country.'

e) 'A man touched down on the moon, a wall came down in Berlin, a world was connected by our own science and imagination.'

f) 'At a time when women's voices were silenced ...
When there was despair in the dust bowl and depression across the land ...
When the bombs fell on our harbour and tyranny threatened our world ...'

8b Match each description (1–6) in Exercise 8a to one of the following rhetorical devices:

- | | |
|----------------|------------------------|
| • alliteration | • metaphor |
| • antithesis | • rhetorical questions |
| • repetition | • tripling |

8c Did you recognise any of the extracts?

May I start by thanking the President of your society for inviting me to talk on the topic 'How effective is the United Nations in International Affairs?'

I'm afraid I'm going to disappoint many of you when I address this question since I believe the United Nations has been largely ineffective, unimaginative and powerless since it was set up in 1945.

What were the main aims of the United Nations Charter? Surely they were to create an organisation which would stop wars and create harmony among nations through cooperation, tolerance and fairness. Have they succeeded in those aims? The answer, in my view, is emphatically 'No'.

Since the United Nations was founded, there have been more, not fewer, wars than previously and its debates, resolutions and peacekeeping operations have not done nearly enough to prevent wars and conflicts. Let me give you some striking examples:

The United Nations failed to prevent the genocide of one million people in Rwanda in 1994. It failed also to prevent genocide in Darfur. It failed again to intervene in the Second Congo War. Are further examples necessary to illustrate the inability of the UN to deploy its forces where and when they are needed?

The Security Council, the organisation's main decision-making body is an undemocratic body and can be likened to a tiger without teeth and claws. It is composed of five members (Russia, China, the UK, the USA and France), all of whom have vested interests, and it excludes powerful nations such as India which has over a billion people. Because of the power of veto granted to its members, it is often powerless to take action in times of international crisis.

9 Read the short, critical speech about the United Nations which will be made to a group of university students. Make notes about the speaker's main points.

10 In groups, think of arguments showing that the United Nations plays an effective role in international affairs. Note down your points. If you have time, research the topic on the Internet.

11 Use your notes and research to write a persuasive speech which presents the work of the United Nations in a positive light.

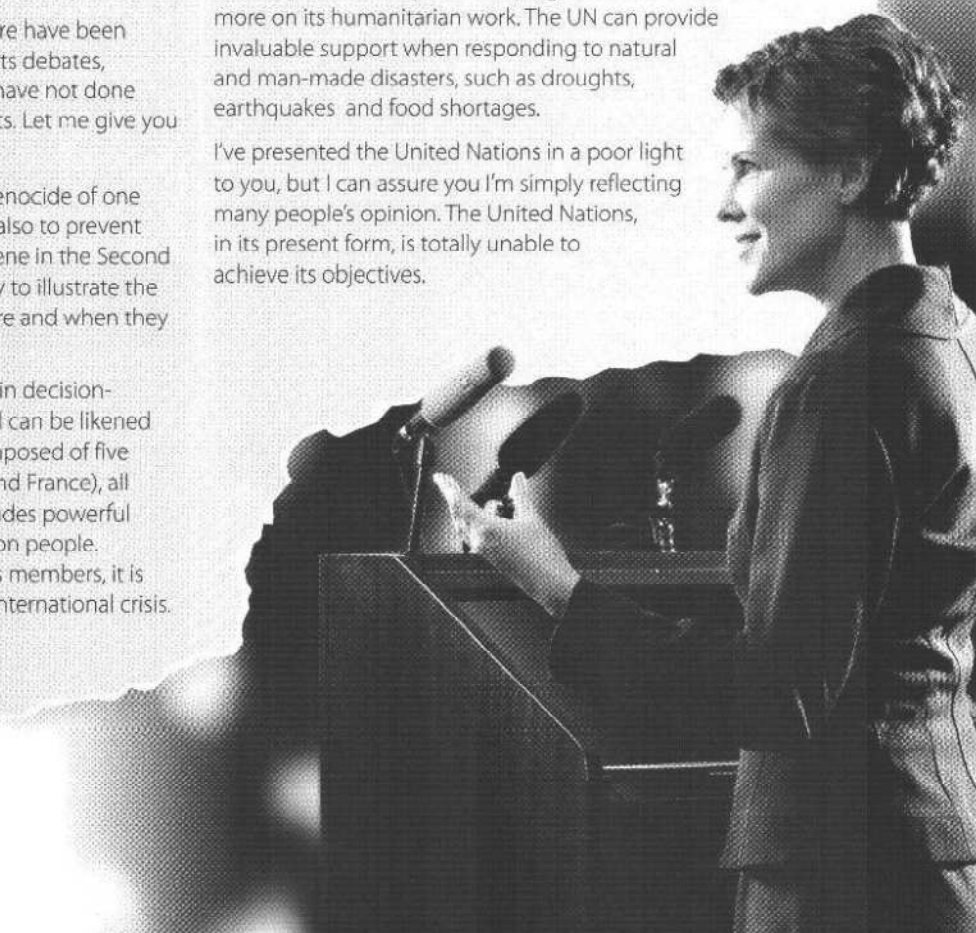
12 In pairs, take turns to deliver your speech. Imagine that your audience is a group of university undergraduates.

Likewise, in the area of disarmament, the UN has proved to be a toothless tiger. It has failed to stop the proliferation of arms trading around the world and it has been unable to stop powerful nations developing weapons of mass destruction.

The UN is an incredibly expensive institution to maintain and is extremely bureaucratic. Its staff live well, pay no taxes and have no incentive, therefore, to reform the inefficient organisation.

There is an urgent need to reform the United Nations if it is to be an effective organisation. The answer is probably to place less emphasis on its peace-keeping mission and to focus more on its humanitarian work. The UN can provide invaluable support when responding to natural and man-made disasters, such as droughts, earthquakes and food shortages.

I've presented the United Nations in a poor light to you, but I can assure you I'm simply reflecting many people's opinion. The United Nations, in its present form, is totally unable to achieve its objectives.



Teenage genius arrives in Cambridge

Most students arriving at Cambridge University have outdone their peers from their schooldays and gained an impressive number of 'A' levels (school-leaving qualifications). But while most students ¹ _____ four or five, ² _____ has surpassed them all.

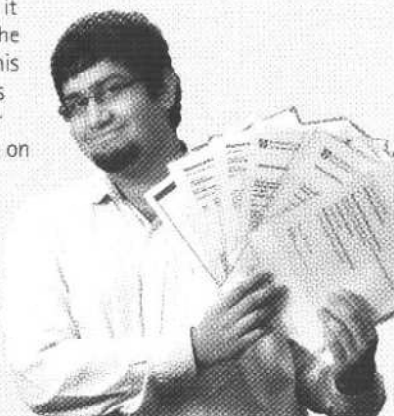
Ali Moeen Nawazish, a charming 18-year-old Pakistani from Rawalpindi has come to the prestigious university armed with not five, not ten, not 20, but 23 'A' levels. Considering that ³ _____ prior to Ali's feat was 13, Ali ⁴ _____ something remarkable. Yet the self-effacing teenager seems totally unaffected by his prowess.

He talks in a soft voice about his education in Rawalpindi. He says that he was not an exceptional student until he received a world-record mark for a computing exam, and it was at that point that he decided he ⁵ _____ really aim higher. So Ali started with seven, passed those and went on to ten, then 14, and, ⁶ _____ successful to this point and breaking the record, finally went on to his total of 23. By June 2008, when he took the last of his exams, Ali ⁷ _____ ten hours a day consistently for over a year. Hard work had become his life.

Ali is clearly an impressive all-rounder: of the 23 'A' levels that he took, ranging from physics to critical thinking to travel and tourism, he gained the highest grade in all but two of them – chemistry and general further mathematics. ⁸ _____ he feels bad about those two, Ali excuses himself by saying that he ⁹ _____ 'a bit tired' when he took them – he'd been up since 8.00 a.m. on the morning of the exams and only finished the maths exam at 1.00 a.m. the following morning. He ¹⁰ _____ about those two exams, however; he already had more than enough A grades to be sure of his place at Cambridge.

Ali has now settled into undergraduate life at Trinity College. He ¹¹ _____ for a degree in ¹² _____, which means spending long hours in the computer laboratory – from 9.00 a.m. every morning, usually until 5.00 p.m. While for most first-year students this routine ¹³ _____ particularly comfortable, for Ali it feels light in comparison with the hours he ¹⁴ _____ before. And his plans now are no less ambitious – he intends to study Computer Science for three years, then go on to Medicine for four.

It has been said that Oxford and Cambridge Universities are the home for the naturally gifted. Ali proves that they're equally the home for those who are prepared to work hard!



GRAMMAR

1a Read the article above quickly, ignoring the gaps. Why is Ali Moeen Nawazish unusual?

1b Find words in the article that describe:

- 1 Ali's character
- 2 his achievements
- 3 what he has studied/is studying

2a Now read the article again, looking carefully at the gaps. Try to guess what might go in each gap.

1 – a verb phrase, probably in a perfect form

2b Now complete the gaps with the words below. In two places, two answers are possible.

- 1 a) can have taken b) might have taken
c) must have taken
- 2 a) the student b) a student c) one student
- 3 a) the record b) record c) a record
- 4 a) achieved b) has achieved c) had achieved
- 5 a) must b) should c) might
- 6 a) having proved b) have proved
c) to have proved
- 7 a) worked b) was working c) had been working
- 8 a) If b) Unless c) Although
- 9 a) was feeling b) had felt c) has felt
- 10 a) didn't worry b) didn't need to worry
c) needn't have worried
- 11 a) studies b) 's studying c) has been studying
- 12 a) Computer Science b) a Computer Science
c) the Computer Science
- 13 a) should not be b) might not be c) could not be
- 14 a) had been studying b) has been studying
c) had studied

VOCABULARY

3 Complete the advertisement with words and phrases from the box.

ability to assessments boutique hotel
informed decisions interpersonal skills
knowledge base organised excursions
passion for

EVENTS ORGANISER

We run an exclusive ¹ _____ on the Turquoise coast of Turkey and we are looking for a self-motivated person with excellent ² _____ to join our team. You will be responsible for organising events for our guests and for leading ³ _____ in the area. For this reason, your ⁴ _____ of the area, and of Turkey in general, should be outstanding. We expect the ideal candidate to be capable of making ⁵ _____ about what events to arrange, and also of making quick ⁶ _____ of any situation and to troubleshoot where necessary.

If you have the ⁷ _____ get along with people and a ⁸ _____ Turkey, we look forward to meeting you!

UNITS 1-3

4a 1.20 Listen to two people from the hotel in the advertisement discussing three of the candidates they have interviewed. Make notes about the characters and abilities of the candidates.

4b Match four of the phrases and adjectives in the box with each candidate. Listen again if necessary.

accomplished all-rounder cultured
dark horse devious dogmatic know-all
over sensitive pragmatic self-effacing
team player

Andrea McCartney: _____

Will Davison: _____

Kate Samson: _____

KEY LANGUAGE

5a In groups of three, imagine you work for / study at a private language school. You consider that the school is not very 'green' and is wasteful of resources. Discuss in what ways the school could be made 'greener'. Make notes under the following headings:

- Use of paper
- Use of electricity (heating and lighting)
- Cars vs public transport

5b 1.21 Listen to a discussion at a language school and answer the questions.

- 1 Which issue from Exercise 5a do the teachers focus on most?
- 2 What do the teachers say should be done about each of the issues?
- 3 What is finally decided about the waste paper issue?

6 Match the halves of sentences 1-8 with a-h. Then listen again and check your answers.

- 1 It's essential that we consider
- 2 The paper issue
- 3 OK, if I understand you correctly,
- 4 I'd strongly advise you
- 5 It simply isn't possible
- 6 It would be helpful to have
- 7 It's an absolute priority to
- 8 So, it seems that

- a) a bin in the café for waste food.
- b) should be a key objective for us.
- c) the number of teachers who come to the school in cars.
- d) you'll take full responsibility for disposing of the paper?
- e) you're saying that you think we should start recycling paper.
- f) to provide bins for cans and organic waste too.
- g) to think carefully about this.
- h) work out who is going to be responsible for emptying them ...

7 In your groups choose one of the other two issues and role play a discussion about it. Use your notes from Exercise 5a and some of the phrases 1-8 from Exercise 6.

Student A: you are the head of the school.

Students B and C: you are teachers / students.

LANGUAGE CHECK

8 There is a missing or incorrect word in each of these sentences. Find and correct the mistake, then look at the pages to check your answers.

- 1 Will you finished that report by lunchtime? I need it for a meeting this afternoon. (page 11)
- 2 The builders plan have completed the main construction by July. (page 11)
- 3 Have already done some statistics, you should experience no problems with this course. (page 9)
- 4 What was the name of a lovely resort we stayed in on our holiday to Thailand last year? (page 19)
- 5 You have get a visa to travel to countries of the former Soviet Union. (page 21)
- 6 We decided to come on a later train the first one was so early. (page 28)
- 7 He shouldn't resigned from his job without having another one to go to. (page 31)

LOOK BACK

9 Find the exercises in Units 1-3 where you ...

- learn how to form adjectives from nouns (Unit 1)
- improve an applicant's CV (Unit 1)
- write a covering letter to go with your CV (Unit 1)
- talk about the future of tourism (Unit 2)
- read the rules of using articles in English (Unit 2)
- learn about subordinate clauses in English (Unit 3)
- listen to your partner giving a short talk (Unit 3)

4

Health and care

In this unit

Grammar

- cohesion 1 (linkers)
- future forms with *to be*

Vocabulary

- health collocations
- health care
- the language of emotion

Scenario

- Change your ways!

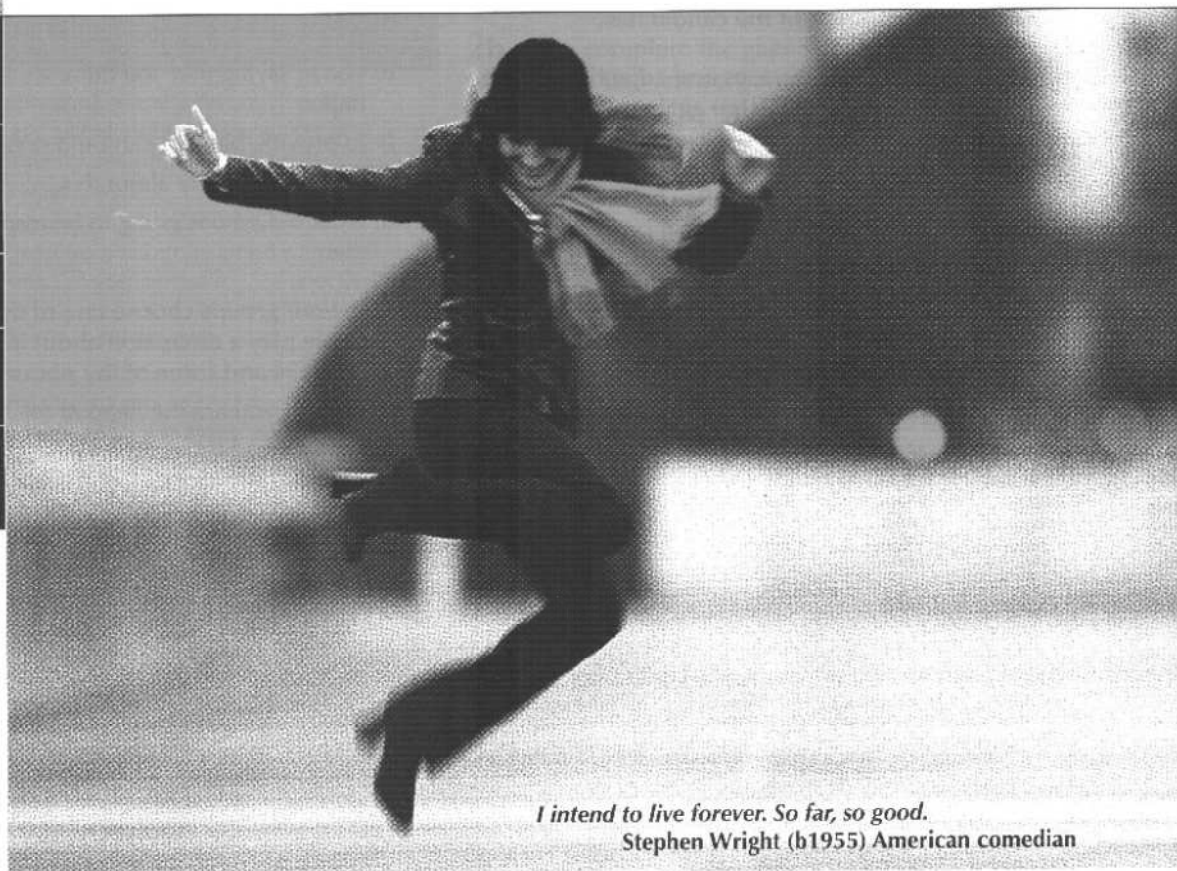
Study skills

- analysing visual information

Writing skills

- describing visual information

4.1 HEALTH AND HAPPINESS



I intend to live forever. So far, so good.
Stephen Wright (b1955) American comedian

SPEAKING

1 In pairs, discuss the following questions.

- 1 What do you do that is good or bad for your physical health?
- 2 What do you do that is good or bad for your mental health?
- 3 Rate your own fitness on a scale of 0–5 (0 = very bad, 5 = excellent). Are you happy with your level? Can/will you do anything to improve it?
- 4 Do you think there is a connection between health and happiness?

VOCABULARY: health collocations

2 Match the words in the box below with categories 1–8.

blood pressure	chest pain	flu virus
heart attack	heart surgery	
high salt intake	immune system	
infant mortality	life expectancy	
maternity ward	Omega 3 oils	
premature ageing	tanning salon	

- 1 types of medical treatment
- 2 places
- 3 food
- 4 children
- 5 the body's defences against illness
- 6 health problems
- 7 causes of illness
- 8 ways of measuring health

READING

3 Read the article and answer the following questions.

- 1 Where do you think the article comes from?
- 2 What does it say about the connection between happiness and health?
- 3 Which phrases are used to show that the information in this article is based on serious scientific research – not just one individual's opinion?
- 4 Read the first sentence again. Why do you think that may be the case?

Your Health & Happiness

In the daily rush of life we don't always make our own happiness our number one priority. Perhaps we should though, because being happy has clear health benefits. Researchers have discovered that happy people have stronger immune systems than unhappy people; they don't pick up as many colds or get struck down as often by a flu virus. Their blood pressure is lower, and they have better protection against heart attacks and stroke. Happy people also deal better with pain, and bounce back faster after an operation. Their life expectancy is longer, too.

Studies also indicate that happy people take better care of their health. They have regular checkups and do more exercise than unhappy people, and don't forget to put on sunscreen.

But what if you're not naturally the life and soul of the party? Or you don't wake up in the morning grinning from ear to ear? Not to worry, the good news is that research shows we can all – no matter how gloomy – learn to be happy. The only trouble is, we're often not that good at predicting what will really make us happy. So take our quick quiz to find out the best way for you to achieve bliss – and be healthy.

Quiz

Which of these things would bring you the greatest joy? Choose three.

- Moving to the countryside
- Getting married
- Going to the gym
- Supporting a good cause
- A relaxing day fishing
- Being slim
- Taking an evening class in something you really want to learn
- Going on holiday with a group of your best friends
- Tidying up your room, flat or house
- Winning one million euros

4 Compare your answers to the short quiz above in small groups. Explain your choices.

5a Read the information on the quiz on page 164. With your group, discuss the comments. Would you like to change any of your original choices?

5b Now answer the following questions.

- 1 What do we learn about stress?
- 2 Name two things that will have an immediate effect on us.
- 3 How important does money appear to be for achieving happiness?
- 4 Which things does the article say are not much fun, but can increase happiness?

6 How would you describe the overall style of this article?

- | | |
|-------------|-------------|
| a) humorous | c) lively |
| b) serious | d) flippant |

SPEAKING

7 Work in groups. Discuss the quotes below. What do they mean? Do you agree with these ideas? Why / Why not?

- 1 'I refuse to spend my life worrying about what I eat. There is no pleasure worth forgoing just for an extra three years in the geriatric ward.' John Mortimer, British dramatist, novelist and lawyer (1923–2009)
- 2 'A human can be healthy without killing animals for food. Therefore if he eats meat he participates in taking animal life merely for the sake of his appetite.' Leo Tolstoy, Russian novelist (1828–1910)
- 3 'To wish to be well is a part of becoming well.' Seneca, Roman philosopher and dramatist (4BC–65AD)
- 4 'True enjoyment comes from activity of the mind and exercise of the body.' Alexander von Humboldt Prussian/German scientist/naturalist and explorer (1769–1859)

SPEAKING

1 Have you heard of the American film director, Michael Moore, and his films?

Student A: turn to page 158.

Student B: turn to page 160.

LISTENING

2a 1.22 Before listening to a review of *Sicko*, do you think these statements are true or false? Listen and check.

- 1 Michael Moore films are renowned for their objectivity.
- 2 Healthcare in the USA is financed through taxation.
- 3 US healthcare expenditure is the world's largest.
- 4 The US health system is in the top five of the world.
- 5 Healthcare is government funded in Cuba and the UK.



2b Listen again. Make notes on these points.

- The flaws in the US healthcare system.
- Moore's perspective on different healthcare systems.
- The reviewer's opinion of the film.

READING

3 Read the article and answer the following questions.

- 1 What does the article's title mean?
- 2 What is the aim of the journalist in writing this report?
- 3 What are the key features of the Cuban system?
- 4 In your opinion, does the journalist think Moore was fair to focus on Cuba as a contrast to the USA?

4 Read the article again and answer these questions.

- 1 How does the opening paragraph show 'a healthcare system that is extensive, accessible and ropery'?
- 2 How do life expectancy, infant mortality rates and health expenditure in Cuba and the USA compare?
- 3 What are the secrets of Cuba's healthcare success?
- 4 What do we learn about Cuban doctors' sense of vocation?
- 5 What are your thoughts on the contrast between the US and Cuban healthcare systems?

First world results on a third world budget

- (1) According to Michael Moore's latest film *Sicko*, Cuba's medical care puts America's to shame. Rory Carroll investigates.
As a tropical sun rises over Havana, two dozen pensioners perform a series of stretches and gentle exercises in a small plaza, shaded by palms. Meanwhile, two blocks away, in a small shabby office, two doctors receive a steady stream of phone calls and patients. Although the doctors can deal with most cases, serious ones are referred to the antiquated Calixto García hospital.
- (2) This snapshot of Havana shows a healthcare system that is extensive, accessible and, at times, ropery. What is unique is the blend of third world conditions with a progressive ethos and first world results.
- (3) Michael Moore's documentary, *Sicko*, holds up Cuba as a model. Whether it is a consultation or open heart surgery, citizens are entitled to free treatment. As a result, this impoverished Caribbean island has better health indicators than its much wealthier neighbour 90 miles across the Florida straits.
- (4) According to the World Health Organisation, a Cuban man can expect to live to 75 and a woman to 79. In addition, the probability of a child dying aged under five is five per 1,000 live births. That is better than the USA and on a par with the UK, yet these world-class results are delivered by an annual expenditure of \$260 per person, less than a tenth of Britain's \$3,065 and a fraction of America's \$6,543.

Averting illness

- (5) There is no mystery about Cuba's core strategy: prevention. From promoting exercise, hygiene and regular check-ups, the system is geared towards averting illnesses and treating them before they become advanced and costly. Other prevention strategies take the form of health advice adverts and tips on fighting mosquitoes.
- (6) Simple, free access to GPs is a bedrock of healthcare. It is estimated that there is one doctor for every 175 people, compared to 485 in the UK. 'We are told to encourage them to contact us. And they do, all the time, day and night,' says one GP, somewhat ruefully. Cuban doctors have a reputation for dedication. With an average monthly salary of just \$20 they cannot be accused of entering the profession for money. One neurosurgeon spoke of hitchhiking to work and operating on an empty stomach.
- (7) Cuban healthcare is no utopia. At times, it is ragged and harsh. However, the virtues are no myth. People live as long as they do because the system, overall, works. To be poor and sick in Cuba is tough, but it is not to be forgotten.

5 Find words and phrases in the text which mean the following.

- 1 a continuous or regular flow
- 2 a smooth mixture
- 3 a philosophy or set of guiding principles
- 4 have the right to
- 5 financially poor
- 6 equal or similar to
- 7 designed for
- 8 a paradise, or place of perfection

GRAMMAR: cohesion 1 (linkers)

6a Put the highlighted words in the review into the correct categories below.

- a) **additive linkers:** *Furthermore,*
- b) **contrastive linkers:** *Whereas,*
- c) **causal linkers:** *Since,*
- d) **temporal linkers:** *After,*

6b Which of these conjunctions and linking devices link ideas:

- a) across two separate sentences?
 - b) across two clauses in a single sentence?
- ➡ Language reference and extra practice, pages 140–141

7 Look at the linking phrases in the box below and answer the following questions.

after after that as as soon as as well as this
consequently even so even though
for this reason furthermore in contrast
moreover nevertheless nonetheless
on the other hand otherwise similarly since
therefore until whereas while whilst

- 1 Which group in Exercise 6a does each linking phrase belong to? Some may belong to two groups.
- 2 Do they link ideas across sentences or clauses?

GRAMMAR TIP

The linking devices which connect ideas across two sentences are usually conjunctive adverbs. When you connect ideas with these you can use a semi-colon, rather than a full stop.

Cuba is a relatively poor country; nevertheless, it has an exemplary healthcare system.

8 Rewrite the sentences below using one of the linking phrases in brackets.

- 1 Although the Americans spend the most on healthcare, they don't have the world's best system. (even so, whereas)
- 2 The Cubans emphasise prevention of illness. In contrast, the Americans emphasise treatment of illness. (as a result, whereas)
- 3 Cuba is a relatively poor country. Consequently, it makes sense for its government to focus on prevention as this is cheaper. (although, since)
- 4 While I was reading the article, I realised that while spending a lot of money on healthcare is probably a good idea, it doesn't necessarily lead to the best results. (furthermore, even though)

- 5 If the government doesn't improve healthcare, people will continue to die unnecessarily, and the current approach is also a waste of money. (furthermore, otherwise)

9 Complete these sentences with your own ideas. Compare your answers with a partner.

- 1 My government helps _____. As well as this, it _____.
- 2 In my country, _____. As a result, _____.
- 3 People in my country _____, whereas in the USA they _____.
- 4 One thing that is great about my home town is _____. Furthermore, _____.
- 5 I _____, otherwise I _____.

VOCABULARY: health care

10 Explain the differences in meaning between these words.

- 1 Doctor Surgeon General Practitioner (GP) Paramedic Pharmacist Consultant
- 2 Doctor's surgery Clinic Hospital Pharmacy Hospice
- 3 to see the doctor to have a check-up to have an operation to have a scan / an x-ray
- 4 a lack of funding out-dated equipment long waiting lists post-operative infection
- 5 alternative medicine palliative care preventive medicine conventional medicine

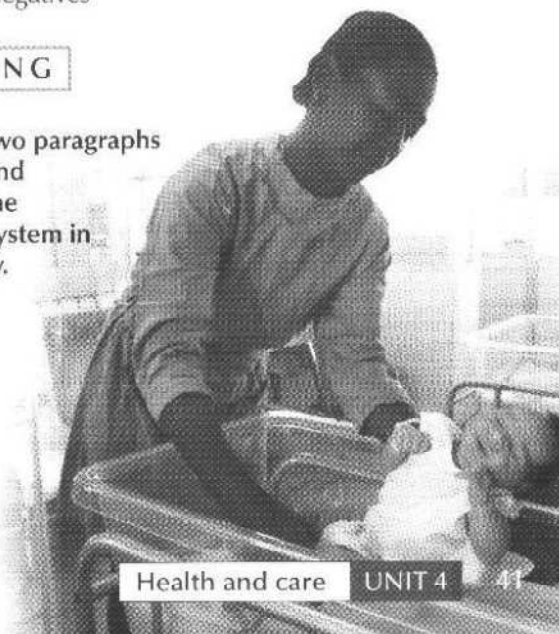
SPEAKING

11 In small groups, describe the healthcare system in your country. Use the points below to help you.

- organisation
- personal experience
- funding
- the future
- positives/negatives

WRITING

12 Write two paragraphs describing and evaluating the healthcare system in your country.



SPEAKING

1 Answer these questions.

- 1 What is your image of a typical nurse? Where does this image come from?
- 2 What qualities does a nurse need?
- 3 Do you think all nurses have a strong sense of vocation?

READING

2 Read the article quickly. What is/are the main problem(s) the writer mentions, and what solutions does he propose?

3 Read the article again and answer the following questions:

- 1 What is it that makes the doctor most unhappy during a normal working day?
- 2 What kind of nurse does the doctor like and respect?
- 3 What does the doctor think patients should be worried about?
- 4 Why do you think the doctor has written this article?
- 5 What do you think of the doctor's views?

VOCABULARY: the language of emotion

4a Find words in the article that describe events and their impact on people's feelings, e.g. *exciting*, *frightened*. Which of the words you found are synonyms or near-synonyms?

4b Complete the gaps in the sentences below with the best words from the box.

antagonised disilluminated disorientating
elated exasperating exhilarating inspiring
invigorating rejuvenated relieved

- 1 I was feeling rather stale before my holiday, but came back _____.
- 2 Her leadership was _____ and made everyone want to do their best.
- 3 The sponsored climb of Mount Kilimanjaro was a/an _____ experience. It was absolutely brilliant!
- 4 We usually go for a/an _____ 5km run before we start work.
- 5 The new government hasn't lived up to expectations, so people are now _____.

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Are nurses angels? I don't think so.

Many nurses, he admits, are magnificent. But equally, says this hospital doctor, many are lazy and uncaring. His bitterly outspoken attack is bound to provoke fury – but raises uncomfortable questions about the system he believes has ruined nursing as a vocation. For obvious reasons he wishes to remain anonymous.

As a young doctor, I witness many distressing scenes on a day-to-day basis. But there is nothing more upsetting than seeing patients suffer because of basic laziness – and incompetence. On each shift, I find myself constantly having to check and check again to ensure the nurses caring for my patients do their job properly.

Of course, I have worked with some admirable nurses who do more than their job description and will skip breaks and work late to ensure their patients are well cared for.

But nurses of this calibre are becoming less common and the problem stems from higher up in the system. When the standards in a department are institutionally poor, young, enthusiastic nurses are certain to have their confidence and ambition gradually eroded.

Part of the problem is that nursing has been dumbed down. Compared with the past, nursing is now looked down upon. But, paradoxically, nurses' training today is much more academic, conveying the idea that the hands-on stuff no longer matters as much.

Many nurses no longer have a sense of vocation; instead it's all about becoming a manager. It seems to me that many nurses enter the profession almost as an afterthought.

Done

LISTENING

5 1.23 You are going to hear a speech by a VIP at a graduation ceremony for student nurses. Listen and answer the following questions:

- 1 What advice does she give?
- 2 What questions does she ask?
- 3 How would you answer her questions?

MailDating.co.uk

WHAT ARE YOU WAITING FOR?

Looking for people like you

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But if I was a patient, what would really worry me is the announcement that nurses are to be given the power to prescribe all medicines, as well as having full responsibility for diagnosis, treatment (including surgical operations) and discharge of patients, without supervision from a qualified doctor.

What we really need is for nurses to stay as nurses. We need nurses who really care for their patients and who recognise, as we all should, that the career of caring is one to be highly respected.

Are nurses really lazy and incompetent – or is it doctors who are the problem? Tell us in reader comments below.

This junior doctor is not to be considered representative and clearly has more to learn about multidisciplinary working. By whingeing about his nursing colleagues, he is likely to further damage the stressful working relationship he is in.
Hospital nurse

I've been nursing for 36 years, and the majority of nurses remain as committed and passionate about nursing as I do. Having just finished another long day caring for terminally ill patients ... I feel quite disheartened, and am on the verge of crying.
Sue

Nurses go into the profession knowing the money isn't brilliant, but we enjoy the satisfaction that the care we provide on a daily basis is as holistic and as professional as the system will allow.
Ian, a cardiac nurse for seven years

GRAMMAR: future forms with *to be*

6a Look at these sentences from the reader comments and then find other examples of future forms with *to be* in the reading and listening texts.

He is likely to further damage the stressful working relationship ...

I'm on the verge of crying.

6b Choose the correct word to complete the explanation below.

We often use these forms to describe future events that will occur immediately or in the *near / distant* future. We mainly use them in more *informal / formal* situations.

6c Answer these questions about the forms in exercise 6a.

- Which of them are used when we want to:
 - emphasise that something will happen soon?
 - say that something will definitely happen?
 - say that something is expected to happen at a particular time?
 - say that something will probably happen?

2 Which of these forms take:

- the infinitive
- ing?

➔ Language reference and extra practice, pages 140–141

SPEAKING

7 In a group, discuss the following.

- As a patient, would you be happy for nurses to carry out the duties mentioned in paragraph 7 of the text?
- Why are men a minority of nurses? Do you think more men will be nurses in the future?
- Would you be prepared to do a job that you loved for very little money?

WRITING

8 Look again at the three replies to the doctor's article, then write your own reply in one paragraph.



SITUATION

The government health department regularly runs health awareness publicity campaigns aimed at members of the general public. Proposals for future campaigns are currently being discussed, with the subject, aims and the publicity strategy all under consideration. One proposal will be selected as the next campaign.

1 Look at the posters and discuss the following questions.

- 1 What can you see in each poster?
- 2 What is the main message and approach of each campaign?
- 3 What can you remember about similar health campaigns in your country?

2a 1.24 Listen to Charlie make his proposal for a health awareness campaign and make notes under the following headings:

- Subject of the campaign _____
- Reasons for selecting this subject
 - 1 _____
 - 2 _____
 - 3 _____
- Main aim of the campaign _____
- Campaign strategy
 - 1 _____
 - 2 _____
 - 3 _____
- Publicity campaign: methods, style and slogan _____

2b Do you think this is an important campaign to run? What are its strengths and weaknesses?

KEY LANGUAGE: justifying your opinions

3 In the meeting, Charlie has to justify his choice of campaign and his approach. Complete extracts 1–8 from the discussion with language that is used to justify opinions. Listen again to check your answers.

- 1 Right, well, one _____ this campaign _____ almost half of the population eat more ...
- 2 So, you can see that this affects a large number of people, _____?
- 3 By _____ within just four weeks ... your blood pressure will be lower.
- 4 That's _____ the kind of thing that people want to see.
- 5 _____ we do these two things, people _____ less salt.
- 6 The _____ that the problem's so widespread _____ a TV advertising campaign's _____ justified.
- 7 While _____ that'd be expensive, it'd be the most direct way ...
- 8 You may well _____, and the _____ is that salt kills slugs.

Keep Warm Keep Well NHS
 Keeping warm is a vital part of keeping well in winter, particularly for older people, the young and those with chronic illnesses.
 Call free for a copy of our winter guide, advice on keeping warm and well or help with winter heating costs.

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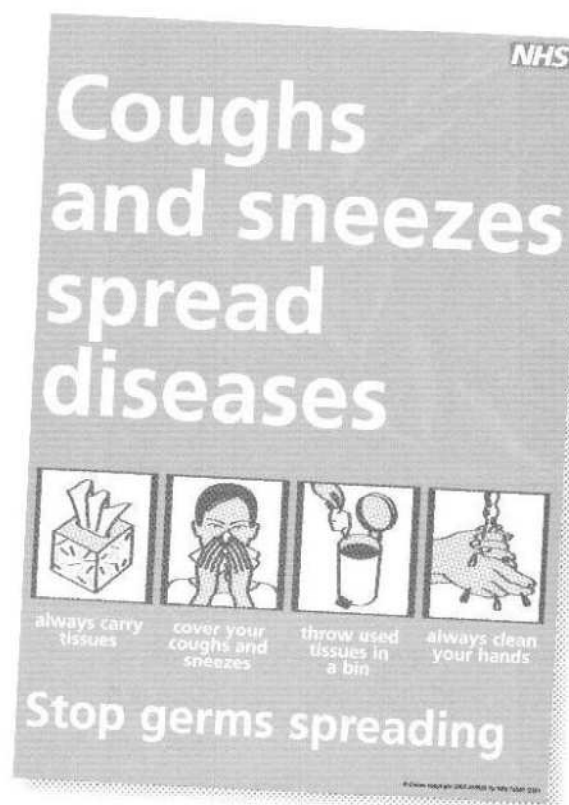
5 A DAY Just Eat More (fruit & veg)
www.dh.gov.uk/5aday

1 medium apple
 2 broccoli florets
 2 halves of canned peaches
 1 bunch of grapes
 1 medium banana
 3 heaped tablespoons of peas
 1 medium glass of orange juice
 7 strawberries
 3 whole dried apricots
 3 heaped tablespoons of cooked kidney beans
 16 pks

4 Match the example sentences (1–8) in Exercise 3 to some of the techniques used when justifying opinions. Some examples may be used more than once.

- a) using adverbs to give emphasis and focus
- b) showing causal and similar direct connections
- c) asking or answering a rhetorical question
- d) introducing a key point
- e) illustrating a key point
- f) dealing with a possible criticism

5 Which of these phrases or techniques do/don't you regularly use in discussions? Why?



TASK: choosing and planning a publicity campaign

6 You work for the government health department and you have to decide which health issue to focus on, and then plan the different elements of the campaign. Read your information and decide why this is an important issue for the government to address with a publicity campaign.

Student A: Turn to page 159.

Student B: Turn to page 161.

Student C: Turn to page 162.

7 Have a meeting with the other members of your team. Follow these instructions.

- 1 Each person should present the information about their health issue and explain why it is important.
- 2 As a team, choose one of the issues and then plan the campaign. Consider the guidelines and points listed in the memo. You have a maximum budget of €400,000 (see table of campaign media costs, for your reference).

8 If there is time, produce a mock-up of a campaign poster or other visual communication document.

9 Present your campaign to the other groups in the class.

MEMO

Health Awareness Publicity Campaign: points to consider

- Which health or fitness issue should be addressed?
- What is the target audience for the campaign?
- What are the two or three key messages of the campaign?
- What is the overall campaign slogan?
- What campaign methods will we use?
- How long should the campaign run for?
- Can all this be done within budget?
- What will the posters or other visual material look like?

Campaign Media Costs

€200,000	Producing a TV advert
€50,000	TV advertising for one month
€20,000	Producing a radio advert
€10,000	Radio advertising for one month
€20,000	Producing a newspaper advert or poster or leaflet
€40,000	Advertising in national newspapers for one month
€2,000	Distributing 10,000 posters/leaflets (to schools, medical centres, stations, etc.)
€40,000	Designing a website
€100,000	Organising 100 special events at schools/in workplaces

OTHER USEFUL PHRASES

Inviting someone to speak

- So, what's your presentation about?
- Let's hear what you have to say.
- Tell us about the issue you've read about.

Responding to argument

- That's quite convincing.
- It's hard to disagree.
- That doesn't sound so important to me.

Making a choice

- So, which shall we choose?
- Any preferences?
- Which do you think we should go for?



STUDY SKILLS: analysing visual information

1 In small groups, discuss the following questions:

- 1 What do the letters WHO stand for? What do you know about this organisation?
- 2 Look at the WHO logo. What do you think it means?
- 3 Are some illnesses or diseases becoming more common in your country?
- 4 What do you understand by 'communicable' and 'non-communicable' diseases?

2 Look at the chart in Figure 1 on page 165 and answer the questions.

- 1 Where does the chart come from?
- 2 Is it a reliable source? Why?

3 Match these explanations with one of the terms (A–J) on the right of the chart.

- 1 very serious diseases caused by bacteria or a virus, and related to breathing or your lungs, e.g. pneumonia, avian influenza (bird flu), swine flu
- 2 brain diseases caused when the blood supply to the brain is disrupted in some way, e.g. stroke
- 3 deaths at or around the time of birth, e.g. stillbirth
- 4 diseases of the heart, e.g. heart attack, angina, chest pain
- 5 diseases in which waste from the bowels is watery, e.g. cholera

4 Look at the terms A–J on the right of the chart again. Which describe:

- 1 communicable diseases?
- 2 non-communicable diseases?

5 Discuss these questions with a partner.

- 1 Does the chart show every single cause of death?
- 2 How do we say these dates? 2004, 2009, 2012, 2020, 2030
- 3 Does the chart give information for every year between 2004 and 2030?
- 4 Choose one or two of the figures down the left-hand side of the chart. Write the exact number it represents.

6 Put the words below in the correct order to make a sentence describing what the chart shows.

death / between / chart / of / this / 2030 / shows / worldwide / and / 2004 / causes

7 What is the main trend we can see in the chart? Explain in your own words.

8 According to the information in the chart, are the sentences below true or false?

- 1 By 2030, malaria will have become the least significant cause of death.
- 2 The number of deaths from cancers will show a steady increase over the period 2014–2030.
- 3 In 2016, there will be about 6 million deaths from (ischaemic) heart disease.
- 4 The percentage of deaths from cerebrovascular diseases will remain almost stable between 2020 and 2024.
- 5 Deaths from tuberculosis will decrease sharply between 2020 and 2030.
- 6 Deaths from road-traffic accidents will overtake deaths from perinatal causes around 2016.

9 Are you surprised by anything in the chart? Why do you think these changes are expected to take place?

10 In your opinion, is the chart clear? Is there anything missing? Can you think of anything that would have helped you to understand the chart more easily?

WRITING SKILLS: describing visual information

11 Read the writing task shown below. Then put the stages (1–7) of the writing process in the correct order.

The chart below shows the causes of death worldwide between 2004 and 2030.

Summarise the information by choosing and describing the main features, and make comparisons where relevant. Write at least 150 words.

- 1 Check for mistakes, e.g. grammar, spelling, punctuation.
- 2 Look at any other written information on the chart.
- 3 Count how many words you have used to make sure it is right.
- 4 Read the title/heading of the chart.
- 5 Plan your answer. Decide what the main points are and make notes on them, including key data.
- 6 Look at the words/figures on the vertical and horizontal axes of the chart.
- 7 Write your answer (main points, plus supporting data). Use linking words.

12 Now read the description of the chart shown in Figure 1 and answer the questions.

- 1 What is the topic of each paragraph?
- 2 What is the difference between the first and last sentences?

13 Underline all the examples of approximation you can find in the description below, e.g. *about 14 million*.

14 Find examples of cohesion in the text. Underline all the reference words, e.g. *it, those* that refer to something mentioned earlier and say what they refer to.

15 When we describe a chart like Figure 1, are the statements below true or false?

- 1 You can just copy the title/heading of the chart and use it word-for-word in your answer.
- 2 You should try to give as much detail as possible.
- 3 As you write, it's a good idea to look back at what you've already written.
- 4 To avoid repetition, you should vary your vocabulary and sentence structures.
- 5 Try to include one or two complex sentences.
- 6 The overview must come at the end, as in the example above.
- 7 It's fine if your answer is a few words below the minimum length (say, 140 words).

16 Write at least 150 words about the chart in Figure 2 on page 165. Say what it shows and describe the main points/trends. Don't forget:

- to select information carefully
- to include a few key figures, where necessary
- to avoid excessive detail
- to use approximators where appropriate

The chart shows the main causes of death worldwide between 2004 and 2030. Overall, the mortality rate is predicted to climb from just over 35 million in 2004 to approximately 39 million in 2030.

In 2004, about 14 million deaths were attributed to communicable diseases. This represented close to 40 per cent of the total. By 2030, however, deaths due to these diseases can be expected to have fallen to around 7 million, representing less than 20 per cent of the total, with a particularly steep decline in deaths caused by diarrhoeal diseases and malaria.

Conversely, deaths will rise for most non-communicable diseases, especially where cancer deaths are concerned. These will nearly double over the period. A further category is fatalities that are the result of road accidents. The latter will go up steadily from roughly 1 million in 2004 to somewhere in the region of 2.5 million in 2030.

The main trend that emerges from the chart is that deaths from non-communicable diseases and accidents will increase, while deaths from communicable diseases will drop.